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ABSTRACT

This module is designed to prepare the teacher to facilitate reading readiness in children under six years of age. Section 1 provides basic information on reading readiness: (1) an ontogeny for reading from 18-72 months of age; (2) a list of learner outcomes for reading readiness and outcomes related to other areas of perceptual motor, language, social and cognitive development; (3) a description of tests for measuring reading readiness; and (4) basic strategies and equipment for encouraging readiness. Section 2 contains exemplar lesson plans and suggested activities for each of the reading readiness outcomes. Section 3 provides a list of the cognitive and skill competencies needed to facilitate the development of reading readiness and descriptions of the various approaches to the teaching of reading. (ED)

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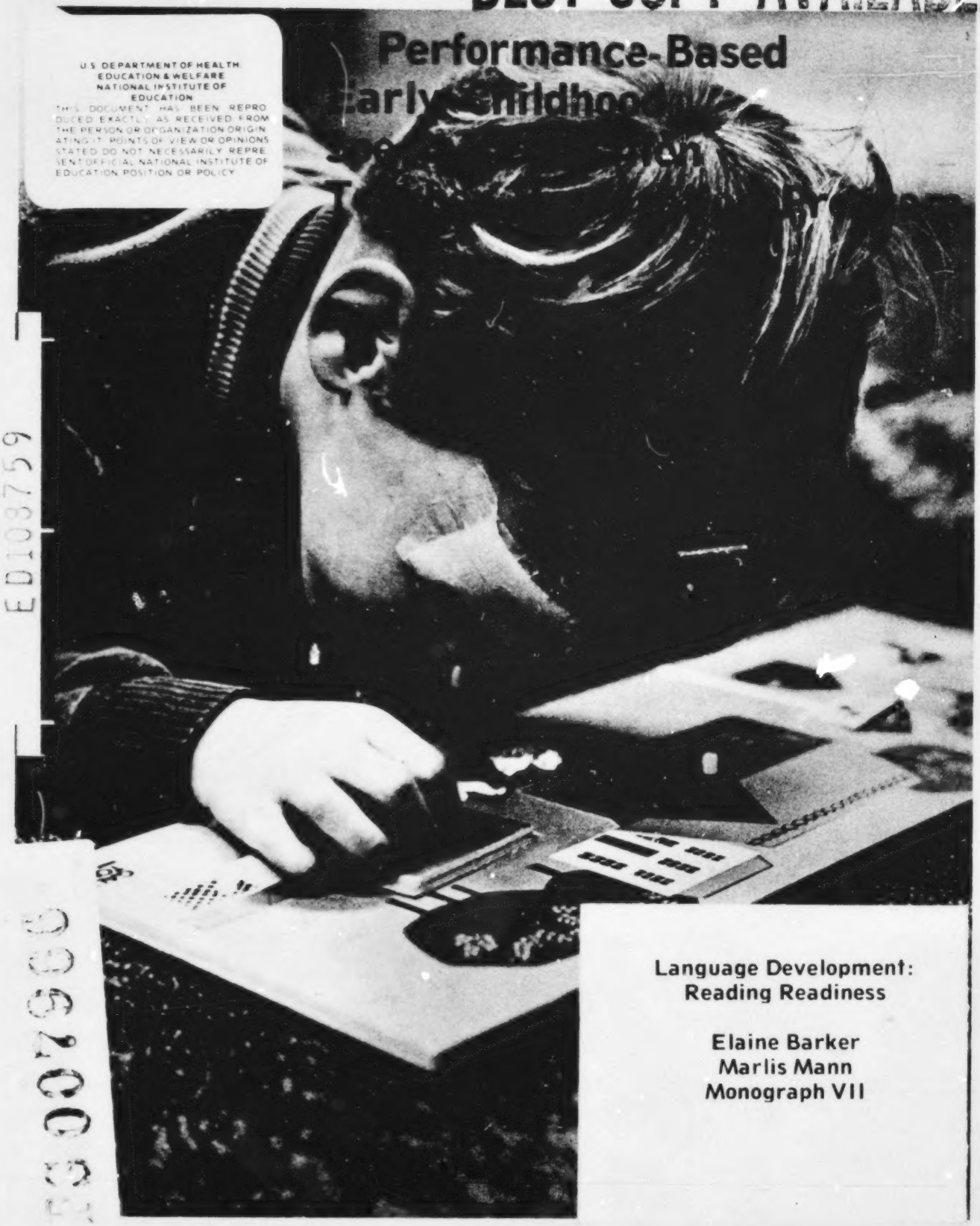

Language Development: Reading Readiness

Elaine Barker
Marlis Mann

Monograph VII

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PREFACE

Dr. Edmund Henderson provided the original structure of this module. Working with him were: Carol Rufin, Beth Brown, Carolyn Jones, Mary Schlechtmann, Carol Snyder, Judith Stewart and Karen Stratton.

Lesson plans were developed by Nancy Newman, Jayne Larsen Griffith, Mary Birckhead, Lori Bevan, Kay Rigley, Gayle Prillaman and the authors.

Step 1 -- Ontogeny for Reading

Reading readiness is a state of knowledge which results from maturity and interaction in all areas of development -- social, emotional, mental, physical, language, visual, and auditory -- and brings a child to the point that he is totally ready to read. Reading is not a process that can be thought of as separate or isolated from other processes. As Betts (1946) states, "Regardless of the chronological age of the child, the point at which the child's growth and development have brought about proper maturation of these factors should be the point at which this reading process begins." In working with young children, the facilitator must be aware of all the interacting skills which are complementary to the reading process. The auditory, phonetic, semantics, syntax, motor, and social modules contain ontogenies within which there are many skills important to readiness for beginning reading.

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Reading Readiness

18-24 months	a. Realizes that pictures aren't real. b. Names objects. c. Starts to develop picture vocabulary (3).
24-28 months	Begins to want books.
28-30 months	a. Points to pictures. b. Discriminates simple forms.
30-36 months	a. Follows simple stories. b. Has picture vocabulary of 12 or more.
36-42 months	a. Selects stories for listening. b. Has picture vocabulary of 15 or more.
42-48 months	a. Develops concept that reading is talk written down. b. Puts series of pictures (3-5) in proper sequence. c. Has picture vocabulary of 16 or more.
48-54 months	a. Retells story in proper sequence. b. Scans in left to right sequence.
54-60 months	a. Pretends to read. b. Participates in dramatic reproduction of story.
60-72 months	Starts to build sight vocabulary.

Reading Readiness Learner Outcomes

1. To develop a desire for books - literary appreciation.
2. To be able to put a series of pictures or events in proper sequence.
3. To be able to retell a story in proper sequence.
4. To develop the concept that verbal language has picture symbols.
5. To develop a sight word vocabulary.

Related Outcomes

Motor
Visual Perceptual

1. To develop the ability to recognize and integrate visual stimuli.
2. To develop reorganization of visual patterns.

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3. To develop ability to see perceptual part-whole relationships.

4. To develop ability to explore visual symbols and scan in left to right sequence.

5. To develop the ability to make comparisons over distance.

Visual-Fine Motor

1. To develop writing, drawing, copying, and tracing skills.

Phonetic

1. To be able to make sounds like those made by an adult model producing the 44 phonemes.

2. To learn the names and sounds of the letters of the alphabet.

Auditory Discrimination

1. To distinguish sounds that are the same and not the same.

2. To distinguish the sounds of the various phonemes.

3. To identify the sounds of the various phonemes.

Semantics

1. To associate meaning with spoken words.

2. To obtain meaning from sentence structure.

3. To learn to "chunk" bits of meaning into larger units (Smith, 19).

Syntax

1. To develop the child's ability to express himself using the identified grammatical patterns of standard English.

2. To develop a precise language of reference so that a child can identify the characteristics of objects not in the immediate environment.

Social

1. To be able to interact well with teacher and peers.

2. To be able to play alone for short period with increasing attention span for activity.

3. To be able to interact with peers in dramatic play and small groups.

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Cognitive

1. To be able to attend when read to.

2. To lengthen attention span.

3. To be able to conserve and reverse.

Relevancy of Outcomes

According to Betts (1946), reading is a language process rather than a subject. It is also a thinking process, a social process, and a physiological process. In a social sense it is a means of drawing an individual closer to his environment, enabling him to understand and react to its written aspects and increasing his potential for interaction and communication. The child uses reading as a means for extending his experiences, following his interests, keeping abreast of the times, getting information about his questions, and obtaining enjoyment (McKee, 1948). Only if reading is thought of as a mere word pronunciation process can the many other facets of a child's total development as well as his language development be ignored.

Reading is a complex combination which includes perception and recognition; comprehension of words, phrases, sentences, and larger units of meaning; and modification of these meanings by the reader's experiences. As a reader observes printed or written symbols, he must be able to recognize the words or phrases he sees, understand the use of these words and phrases in sentences he is reading, and complete the act of reading by interpreting and reacting to what he has read (Sheldon & Sheldon, 1957). With this knowledge of written syntax, words used in context, and the use of phonological and decoding skills, the reader has a strategy for deciphering messages and understanding reading as a communication process (Ryan, 1969).

Goodman (1969) says, "Reading is a form of information processing which occurs when an individual selects and chooses from the information abailable to him in an attempt to decode graphic messages." Smith (1971) agrees, saying two quite different sources of information are critical to the beginning reading process -- the author who provides visual information and the reader himself who provides nonvisual information from his experiential background. When these two types of information interact, the more nonvisual information the beginning reader has, the less visual information he needs. When the reader has little nonvisual information to supply, he must get more visual information from the page (through illustrations, for example).

Basic to the development of readiness for reading is mastery of many skills mentioned in other modules. Some of the most important

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of these are indicated in the related outcomes of this module. Reading readiness is affected by motor, cognitive, social, and psychological experiences and activities. It requires that a child have an awareness of the structure of his language, an awareness that must be more explicit than is ever demanded in the ordinary course of listening and responding to speech (Liberman, 1973). An adult reading to an individual child can be producing a very potent form of language stimulation for two reasons -- first, reading brings a special physical relationship of close contact with the adult speaking almost directly into the child's ear; second, reading seems to inevitably stimulate interpretive conversation about the pictures which accompany the story being read (Cazden, 1969).

Reading should not be an isolated academic exercise, but rather a purposeful activity which has meaning and demands understanding. In developing reading skill, a child needs to be sensitive to what is going on around him. Then he can focus on the objects in his environment which give meaning to the printed word. In school he will see teachers and other children reading books; he may see labels on numerous objects; he can find books in the hallways, at interest centers, in the library or music corner, and with filmstrips.

Of course, each child needs time to explore for himself. He will need help, but the facilitator must be careful to provide the right help at the right time. Most children start to read between the ages of 5 and 8 years. The mental age of the child is very important to success in reading because the child must have reached a certain social maturity as well as a chronological maturity to get meaning from reading. Included in this maturity are a certain amount of independence, responsibility for self, broad interests, stimulating and satisfying relationships with others on individual and group bases, and ability to listen (Betts, 1946).

Reading readiness means the maturation of all of the mental, physical, and emotional factors involved in the reading process. Often teachers are anxious to develop literacy in a child before he is fluent in speech, for example, and therefore reading instruction is not adequately related to the level of the child's thoughts, actions, or speech. A child who can learn to speak can learn to read with understanding and without the stress and tension which can cause him to need remedial help. Reading must develop from each child's speech at the appropriate time. Ruddell (1967), Pick (1970), and Gibson (1970) have concluded that acquisition of and competence in a spoken language is a necessary base for competence in reading once reading instruction begins. If the child lacks this competence, reading instruction may have to be delayed while individual needs are dealt with. (See learner characteristics under Step II.)

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The facilitator must take advantage of each child's teachable moments by being sensitive to individual and group needs and interests (Austin, 1965). But she must also be careful not to put the child under harmful pressure. Under pressure the child often makes wild stabs at words without attention to sound or meaning; or afraid that he cannot perform, he says anything. He might express pressure through being nervous while reading, twitching, twisting hair, knawing on his hand, mumbling, and crying. Obviously, if these danger signals continue unnoticed the possibility of stuttering, disliking school, and avoiding and disliking reading exists.

Learning to read and to write, like learning to speak, occurs in spurts and plateaus rather than in steady increases. During the plateau period children consolidate the meanings of words they have learned. Many consider the process of word identification and recognition (decoding) to be reading (Robinson, 1965). But if a child can put no understnading of meaning with the word identification, is he reading? There must be comprehension as well as identification. To comprehension can be added interpretation, reaction, and appreciation of literature which can give more meaning to reading (Robinson, 1965).

The conditions under which the child is taught to read are certainly a part of the method. They are the variables which affect the success of the techniques the facilitator is using. In a classroom where children's interests are seriously considered and regarded, reading and writing can indeed arise from children's irrepressible needs to express themselves and to communicate (Williams, 19). When each child is considered separately and is looked at for his total characteristics as he achieves various outcomes, the optimal conditions for successful and meaningful reading have been established.

Reading is viewed as a sequence of abilities which are hierarchical, i.e. achievement at one stage implies successful performance at all preceding stages (Stephens, 197). This applies to the five reading readiness outcomes.

To develop the ability to put a series of pictures or events in proper sequence (outcome #2), a child has to be able to use symbols for objects and events. Ability to make the transition from the concrete object to its pictorial representation is not an end in itself, but merely serves as a starting point for the transition from pictorial representation to a higher form of symbolic representation, word recognition (outcome #5 - sight word vocabulary). The average child of four brings to the task of sequencing his past experience in differentiating between objects and pictures and transfers this experience to letter discrimination (Stephens, 1972).

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As children move from the ability to put pictures in sequence to the ability to retell a story in proper sequence (outcome #3) a sequence of skills is evident in their use of verbal language as they interact with storybooks (Lecham, 1959). This is complementary to their final ability to retell a complete story:

1. Names and identifies objects in pictures--can point to objects as an adult names them and then name the object as it is pointed to.

2. Begins to use words establishing descriptive properties of words:
   a. label or class words
   b. color words
   c. shape words
   d. composition words
   e. function or action words
   f. major part words
   g. number words
   h. physical characteristic words such as size, weight, density, method of construction, and brightness

3. Identifies action in familiar action pictures, such as walking, jumping, running, sitting. (This can be done with toys also.)

Important to outcome #2 as well as outcome #3 is the finding of Delhirsch, Jansky, and Langford (1966) in a Preliminary Study on Predicting Reading Failure. They found that any sequence which represents an organization in time and in learning to perceive, process, store, and recall the serial order of information is a prerequisite for later reading activities.

Providing children with fine literature and reading it with them (outcome #1--to develop a desire for books, literary appreciation) gives them the chance to discover the sounds of the language (Coody, 1973; Herrick & Jacobs, 1955), the pleasure of a simple tale, and the adventure and humor in the stories of the ages. They are also given exposure to various types of stories (sometimes of their own composition) which help them to realize that verbal language has written symbols (outcome #4). Coming to the reading situation with spoken language is usually considered a basis for learning to read. Then learning to read is broadly learning to decode the written language into spoken language which the child already knows (Pick, 1970). This applies to outcomes #4 and 5-- to develop a sight word vocabulary.

Much research supports the importance of outcomes from other areas to building the skills that a child needs to learn to read. These outcomes are found in the introductions of other modules. For instance, in the cognitive module there is a discussion of Piaget's findings on the development of conservation in 5 to 7 year old children. The acquisition of conservation, the ability

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to decenter, is related to many concepts--knowledge that one letter may represent many sounds, knowledge that the same sound can be represented by different letters, recognition of upper or lower case letters and of letters in different styles of print, and the understanding and use of relational terms such as "father of", "taller than", etc. (Heatherlup, 1971). Development of such concepts comes about not only through a child's maturation but also through his experiences and experimenting within the environment and is the basis for using a child's own experiences and stories to build the core of his reading program. (See Chart I at the end of this section for strategies which are consistent with the reading readiness outcomes.)

Measuring Reading Readiness

Most of these tests are mentioned in other modules with a more detailed description given there. Lennon (1962) found that there were four factors basic to reading that can be measured:

1. general verbal ability
2. comprehension of explicitly stated material
3. comprehension of implied meanings
4. appreciation

Ryan (1969) adds to these:

1. the child's ability to decode written symbols
2. the extent of a sight vocabulary
3. knowledge of word attack skills
4. fluency in oral reading

Obviously some of these results depend on the age of the child. Tests included here test many skills from other areas which are important to reading ability.

Auditory Discrimination
Goldman-Fristoe-Woodcock. This test provides measures of speech-sound discrimination ability.

Kindergarten Auditory Screening Test
This can be used especially for testing focus of sound, discrimination of same or different sounds, and classification.

Phonics
No-Howe Speech Test for English Consonant Sounds
Developmental Articulation Test - Hejna 1955

Semantics
Peabody Picture Vocabulary Test
The Measurement of Intelligence of Infants and Young Children (Cattell, 1960)

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Syntax
Northwestern Syntax Screening Test

Social
Vineland Social Maturity Scale

Motor
Developmental Test of Visual Perception, Frostig, M.:
For reading readiness pay particular attention to the figure-ground and constancy of shape subtests.

Reading
Informal Language Inventory, Stauffer, R.G., (Directing Reading as a Cognitive Process.)

Tell child - "Here is a picture. Tell me the story you see in the picture" or "Tell me what you see in the picture" (if the child does not respond). This change of instructions is important. The first question is a request for picture analysis and the projection of story plot. The second asks for simply labeling or naming objects or events.

LEVEL I
Tell me what you see or what is this?
Child does not respond unless encouraged - lacks security and confidence - simply names or labels objects in the picture.

LEVEL II
Tell me what you see.
Child uses simple sentences - "I see a cat"

LEVEL III
Tell me a story.
Child responds to the main action depicted - uses words that describe - does not tie all elements into the main action. 'I see a boy. He is bouncing a ball. I see a cat sleeping."

LEVEL IV
Tell me a story.
Actually tells a story - relates the elements in the picture and sees beyond. He makes plots - projects into the future and also looks into the past. Children on this level may be able to read. "A boy is bouncing a ball. I think he will locse the ball and the dog will chase it."

NUMBER OF STUDENTS
level 4 _____ _____
level _____ _____
level _____ _____
level 1 _____ _____
Date Date

INDIVIDUAL EVALUATION

Number of words in first story_____
Number of words in final story_____
Number of sentences in first story_____

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Number of sentences in final story_____
Number of words in longest sentence in first story_____
Number of words in longest sentence in final story_____

Dolch Word List
Sight vocabulary can be tested with these words. This list is included for the reader's information as an example of an established word list. It is often more beneficial to make up flash cards which contain words meaningful to the individual child.

SIGHT VOCABULARY TEST

DOLCH LIST

NAME_____Date_____

in	so	ask	much	good	small
made	every	is	down	best	up
then	which	there	buy	around	pretty
let	bring	but	his	blue	or
full	thank	work	ran	hot	to
just	went	keep	cut	funny	put
he	hurt	some	sing	how	walk
by	any	one	open	been	pull
must	live	myself	of	could	had
far	did	sleep	come	brown	white
before	when	she	own	done	me
jump	both	ten	green	get	here
read	be	us	carry	soon	does
well	tell	play	make	ate	this
don't	help	your	all	four	are
very	say	no	wash	draw	it
black	a	stop	an	found	
once	three	seven	her	who	
am	eight	not	do	upon	
write	five	sit	at	take	
use	said	under	warm	old	
never	together	today	I	about	
yellow	laugh	where	these	on	
please	its	was	were	look	
start	can	go	may	those	
off	try	going	like	you	
have	many	eat	fall	think	
from	would	kind	as	round	
saw	two	goes	new	came	
fast	yes	little	and	first	
again	pick	hold	away	six	
cold	show	into	grow	light	
because	too	clean	them	we	
always	red	gave	fly	better	
call	the	their	for	find	
right	run	over	has	they	
now	with	if			
got	ride	will			
see	my	know			
after	what	give			
want	drink	wish			
that	big	our			
out	him	why			
long	shall	only			

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CHART 1-- Reading Readiness

Age in Months	Stage	Reading Sequence	Appropriate Strategies
18-24	Realizes that pictures are not real.		Have a photo of Dad. Ask child to touch the real Daddy (can use toy)
24-30	Begins to want books.		Have many children's books in home. Begin library visits.
30-36	Follows simple stories.		Read to child each day. Make it a special, personal experience.
36-42	Selects stories for listening.	Books in an accessable storage place.	Ask child to select story for nap or bedtime.
42-48	Develops concept that verbal language has picture symbols. Puts series of pictures (3-5) in proper sequence.	Child's drawing-- use P.L.M. serial cards, magazine or drawing of everyday event-- getting ready for bed, eating, clean-up.	Ask child about picture write down what he says. Have child put pictures in correct order.
48-54	Retells story in proper sequence. Scans in left to right sequence.	Will explore label and interact with concrete stimulus (Basket of Fruit). Will dictate account of stimulus experience. Attends to graphic rendering and choral reading with teacher.	Have child tell another person story or lengthy experience that occured. Let child name foods in grocery store, look for labels.
54-60	Pretends to read. Participates in dramatic reproduction of story.	Runs ahead or continues oral reading as teacher's voice is withdrawn. Can identify words at first and last position in graphic string. Identifies words in middle of string. Identifies words written in isolation next to dictated account.	Have child act out stories Let him match word names that have been written for him with words in his environment. Use words which he uses.

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Age in Months	Stage	Appropriate Equipment	Appropriate Strategies
60-72	Identifies words in isolation after choral reading (sight word vocabulary)	Identifies words in isolation after choral reading. Identifies word after 24 hour period from oral reading. In other words, child learns letters (and incidentally can name them), learns left to right progression and can match spoken word with written word. Also, during this period child can attend to likenesses and differences in initial and final letter sounds in spoken words. Begins to acquire more and more words from successive dictated accounts - typical "J" curve. Explores words for patterns. Reads simple stories and accounts written by others. Writes his own communications (this can probably begin about level 8).	Let child make word families that can be grouped on a piece of paper or in book. Ex.: Pat Mad Mat Sad Bat Dad Sat Pad Fat Cut out giant letters. Let child cut out words which begin with that initial sound from magazine or write on his own. Encourage child to write cards and stories to communicate with friends or relatives.

Step II - Conditions in the Environment to Develop Reading Readiness

This section contains exemplar lesson plans and suggested activities for each of the reading readiness outcomes. The child can be given pretests for each outcome to determine his proficiency. This can enable the facilitator to discover where each child is developmentally within the reading readiness sequence, thus suggesting what types of activities should be available in the classroom for the children to experiment with and manipulate. The preschool and early elementary child (2 to 7 years) is in the preoperational stage of learning in which much of his cognitive development (applying to reading and other areas of learning) occurs through active involvement with his environment. Therefore, many of the suggested activities are ones in which the child is actually a very active participant and not a reticent observer.

To assess desire for books, the facilitator can observe the child's reactions to books displayed around the classroom and his entrance into reading and storytelling activities. Parents can also report on his enjoyment of books at home.

Perhaps the best way to find out if a child can put a picture series in sequence is to have pictures available from several familiar children's stories and from several ordinary activities. These can be pasted to manilla folders or to tagboard. Then the child is asked to put the pictures in the right order - "Which comes first?", "What is next?", etc. DIM sequencing cards are also good for this activity. Although these may have six cards in a sequence, the child can be asked to order two to six of them.

To determine if a child can retell a story in sequence, he can be asked what his favorite story is. Then he can tell it to the facilitator. If he does not have a favorite story, the facilitator can suggest several stories or tell one and have the child retell it.

In assessing learner outcome #4, language has picture symbols, the facilitator can show the child a picture storybook which has print on some of the pages. After letting the child look at the several pages, the facilitator can point to the line of words and say, "What can you tell me about these?" If this question gives no indication of whether or not the child has this concept, other questions should follow - "Do you think I can look at them and tell you anything about them? What?", "Can I take something you say to me, out it on paper like this (pointing to words), and later look at what I wrote, and tell Susie what you said?"

To find out whether or not the child has a sight vocabulary, the facilitator can use prepared flash cards from a word list, such as Dolch. She can also make flash cards and use these with the child, including the child's name, "mommie", "Daddy", and and other words with which the child might be familiar and which might be meaningful to the child.

Learner Outcome #1

1. To develop a desire for books - literary appreciation.

2. Conditions:
   a. Learner characteristics: Sheila, a 4 year-old, English speaking girl, has good eyesight and hearing and good motor development. She seems to be a bright little girl and has excellent attending abilities. Although she is quiet and shy, she is motivated to explore and inquire and does participate and respond when given individual attention. Nichole, a 2 year-old, English speaking girl, has good eyesight and hearing. She is still a little unsure on her feet. She has attending abilities normal for a child her age; although inquisitive, she does not stay with one activity very long. She seems to be a fairly intelligent child who often carries on a constant stream of chatter as she adds new words to her vocabulary.

   b. Situational variables: These two children will be worked with in a large classroom with a carpeted floor, much equipment, various areas for specific activities (art, water table, science, etc.), and 10 other children occupied throughout the room. Any classroom could be used.

   c. Instructional strategy: booktalk

   d. Content: The Little Engine That Could; Author - Watty Piper; Illustrator - George and Doris Hauman. Motivating question: Have you ever wanted to do something and you felt that you could not do it - you had doubts about even trying?
   Well! A train loaded with toys and good things to eat broke down at the foot of the mountain. Several big engines refused to help. The little engine came by and he was faced with a serious problem. Would he be able to help the train? Do you want to read and find out?
   (Other books, nursery rhymes, and poems can be used in the same manner to develop literary appreciation.)

   e. Booktalk form (to be used in preparing booktalk):

   Concept
   Age of children
   Sex

   Books relating to the concept
   (Give short motivating introductions for each book to be used when introducing it to the children.)

   1. Make notes to give high points of the story to stimulate the children to want to read the book.
   2. Always state information in unanswered questions.
   3. Possibly read some lines aloud.

   List any other media that would assist in motivating the children to read one of the books.

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For the same learner outcome, several other strategies can be used:

1. Learner outcome #1 - to develop a desire for books

2. Conditions:
   a. Learner characteristics: same

   b. Situational variables: same

   c. Instructional strategy: storytelling, reading aloud, chant rhyme, fingerplays, and bookmaking.

   d. Content:
      1. Storytelling:
         (a) Sam; Author - Ann Herbert Scott; Illustrator - Symeon Shimin
         Briefly tell the story of Sam. Have the book available to show to the children. They can then go to it and have it read later.
         (b) Tell the entire story, using voice to indicate change in characters.

            (1) Evaluation of the story teller; did he:
               a. use clear enunciation
               b. talk naturally
               c. use adequate volume
               d. string together with "and-uhs" or "so's"
               e. change voice to denote differences in characters
               f. take time in telling the story
               g. make the climax the high point of the story
               h. have the conclusion come quickly without a repetition of the moral or point of the tale.
               i. have a good beginning and ending
               j. stand or sit still
               k. look at the audience
               l. choose a good selection for storytelling (approximately four main characters and a dialogue)

      2. Reading aloud (picture storybook or chapters of children't novel)
         (a) criteria for selection
            (1) Theme
               a. Is the theme made clear?
               b. Does it reveal the author's purpose and and the ideas that emphasize the story?
               c. Is the theme (or themes) appropriate to the developmental age level for which it is intended?
               d. Are the ideas in the story worth imparting to the children?
               e. Do these ideas appeal to children, regardless of age levels, because they share healthy human emotions and values that reflect universal life?

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f. Does the theme inspire young readers without moralizing so that "truths worthy of lasting forever" are derived unobtrusively from the books?

(2) Plot
a. Is the action built around the theme of the story?
b. Is this "action" expressed through a series of interrelated progressing forces that play upon each other?
c. Does the conflict in the book become recognizable as the series of interrelated actions is unraveled?
d. Are the incidents or episodes a part of a well knit plan appropriate to the story-telling?
e. Do events follow one another in a logical progression so that following the story is facilitated?
f. Is orderly transition provided from one period to another; from one event or episode to another; and by virtue of characters' actions?
g. Is the movement sequential and observable so that the passage of time is understood?
h. Are the events, actions, conflicts, and their interplay in a story plausible?

(3) Characterization
a. Is the character protrayal clear and convincing enough to be believed?
b. Do the characters lend themselves to reader identification?
c. Are the characters drawn with characteristics that give each of them individuality?
d. Can the characters, despite their individuality, reflect to the reader a measure of himself as a human being?
e. Do the characters come alive during their development?
f. Is their development consistent and realistic?
g. Do the characters communicate to children sound values of a humanistic tradition?
h. Can the memorable characters enter a young reader's life to effect change in his personality?

(4) Style
a. Does the writing point up the individuality of the author and the ideas he had in mind?
b. Is there a measure of originality in the way ideas are expressed and words are used; is craftmanship demonstrated?

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c. Does the language, the choice and order of words, express the underlying theme?
d. Can the language used be comprehended by the readers for whom it is intended?
e. Is clarity, order, and unity developed in the work?
f. Is there appropriate use of rhythm, imagery, diction, and is coherence expressed in the literary work?
g. Have exact words been utilized to describe settings, define characters, communicate ideas, free healthy emotions when the book makes its impact on a young reader?
h. Has the impact been enhanced through the use of language?
i. If dialogue is used, does the language fit the characters who use it?
j. Is the tone of a work suitable to the concepts of the division of literature into which the book falls?
k. Has the story been written with sincerity, integrity, clarity, and beauty?
l. Are the point of view, the ideas, the relief of the setting, and portrayal of characters achieved by a general unity of literary elements?
m. Is the setting in the story made up of appropriate major and minor details?
n. Are these details vital to the story?
o. Do the detailed settings give a sense of time, period, place, and emotional climate appropriate to the concepts story line?
p. Do the selections of details in the settings give glimpses of life?
q. Is the setting sharp and clear so that relief of the background is vivid and discernible?
r. Are descriptions of the general environment of the characters incorporated into the background?
s. Does the background serve to support the action of the story without eclipsing the human interest elements?

(b) Reading aloud evaluation
a. Was the selection appropriate for reading aloud?
b. Were new or unusual words defined either before the reading or within the text?
c. Did the reader give the title and author of the book?
d. Did the reader read with feeling?
e. Did the reader hold the book at the appropriate level?
f. Did the reader show pictures so all could see?

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g. Were body gestures played down?
h. Were facial gestures appropriate to enhance the reading?
i. Did the reader summarize unnecessary passages?
j. How was the reader's pacing? Too fast, too slow, just right, etc.
k. How was the reader's phrasing, tonal quality, volume, etc.?
l. Any other comments.....

3. Chant: Rain, rain go away
Come again some other day.
Little (child's name) wants to play.

4. Rhyme: Starlight, star bright
First star I've seen tonight.
I wish I may, I wish might
Have the wish I wish tonight.

5. Fingerplay: Beehive
Here is a beehive; where are the bees? (Make a fist)
Hiding away where no one sees
Watch them and they will come out of the hive
One, two, three, four, five, BZZZZZZZZZZZZZZ
(Extend fingers one at a time; move fingers)

My Turtle

This is my turtle (Make fist; extend thumb)
He lives in a shell. (Hide thumb in fist)
He likes his home very well.
He pokes his head out when he wants to eat
(Extend thumb)
And pulls it back in when he wants to sleep.

Two Little Eyes
Two little eyes that open and close (Follow action
Two little ears and one little nose. rhyme indicates
Two little cheeks and one little chin.
Two little lips with the teeth closed in.

On My Head
On my head my hands I place, (Follow action)
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap - one, two, three.

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Ten Fingers

I have ten little fingers (Follow action)
And they all belong to me.
I can make them do things,
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide,
And hold them just so.

Great Big Ball

A great big ball (Join hands, fingertips touching to make
A middle-sized ball a big ball)
A little ball I see (Join thumb and index finger of one hand
Let's see if we can count them, to make a little ball)
One, two, three (Make each of the three balls as they
are counted)

The Bus

The wheels of the bus go round and round,
Round and round, round and round,
(Hold hands in front and roll one over the other)
The wheels of the bus go round and round,
Over the city streets.
The driver of the bus blows his horn Beep, beep, beep
Beep, beep, beep (Press thumb on fist)
The driver of the bus blows his horn,
Over the city streets.
The driver of the bus says, "Pay your fare,
Pay your fare." (Extend hand as if receiving fare)
The driver of the bus says, "Pay your fare,"
Over the city streets.
The people on the bus go bump, bump, bump;
Bump, bump, bump, bump, bump, bump, (Bounce up and down)
Over the city streets.

The Train

Choo, choo, choo (Slide hands together)
The train runs down the track (Run fingers down arm)
Choo, choo, choo (Slide hands together)
And then it runs right back. (Run fingers up arm)

This Is the Circle That Is My Head

This is the circle that is my head, (Make large circle with
This is my mouth with which words are said both hands)
(Point to mouth)
These are my eyes with which I see (Point to eyes)
This is my nose that's a part of me (Point to nose)
This is the hair that grows on my head (Point to hair)
This is my hat, all pretty and red (Place hands on head, fingers
pointed up and touching)
This is the feather so bright and gay (Extend index finger up-
ward along side of head)
Now I'm all ready for school today.

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Many rhymes and chants from the past have become a part of our culture and are just as appropriate for today's children as they were for children of former days. Poetry helps the child add new words to his vocabulary. It is much easier to remember strange words if they rhyme or have interesting alliterative sounds. Meaning of words are often clarified by the simple context in which they appear. In "The Jumping Frog", by Leland B. Jacobs, a clear understanding of time of day (morning, noon, and sunset) is supplied by the frog's statement of what he does at these times.

6. Bookmaking - see pages through , end of Step II.

Learner outcome #2

1. To be able to put a series of pictures or events in proper sequence.

2. Conditions
   a. Learner characteristics: same

   b. Situational variables: same

   c. Instructional strategy: display of pictures

   d. Content: The learning facilitator tells a story about the pictures and places them on a chalk ledge or table in random order. The child is then asked to arrange the pictures to show what happened first, next, after that, and last. One child can be asked to arrange the pictures in sequence as another child tells the story.

For the same learner outcome, several other strategies can be used:

   c. Instructional strategy: filmstrip, story or poem, and dramatization.

   d. Content:
      (1) Filmstrip: Show a filmstrip, Where the wild things are, and then ask questions to guide child in retelling selected parts of the story.
      (2) Story or poem: After reading Curious George goes to the hospital or "Old Mother Hubbard", ask questions to help the child recall the sequence of time and incidents.
      (3) Dramatization: The learning facilitator guides the sequencing and acting out of events after giving an account of familiar activities of children or animals in which the sequence is mixed up. For example, when Johnny went home yesterday afternoon he played a game, got into bed, put on his clothes, and ate his supper. Ask: What should Johnny have done?

Providing each child with practice in remembering simple objects and pictures and in learning to identify them from partial clues is considered a prerequisite to recalling events in sequence from stories

or experience trips. To provide practice in simple recall the primary activities consist of hiding an object or objects in clay, playdough, a paper bag or box or under or behind furniture in the house. Depending on ability, the child chooses objects identical to the ones hidden, names the object, or goes to the hiding places and indicates what will be found there. This is first played with only one or two items. The number is gradually increased. The teachers introduce sequence by indicating which item was hidden first, which last.

Alternate activities include guessing games. Two or more objects (blocks, bead, cars, etc.) are placed in front of the child. After the child has handled and named them he closes his eyes and the teacher removes one. Then the child tells which one is missing. Mother, teacher, and child take turns removing and guessing. If a child has difficulty remembering the item, it is placed in a bag so he can touch it without seeing it.

To facilitate remembering a story, several activities are helpful: (a) enacting the story with props as it is told, (b) using pictures as clues to retell the story to mother and teacher, and (c) using finger and hand puppets to reenact the story in sequence (either with or without pictures as needed). Sequential story pictures similar to those found in reading readiness workbooks are drawn or cut from magazine advertisements and arranged in order by the child. Experience trips also provide a valuable opportunity for recall and sequencing. The children relate their trip to their fathers or other relatives living in the home. Mothers can help in carrying out this assignment. In most instances teachers can utilize a variety of activities to help the child recall events of the trip, such as examining photographs taken on the trip, drawing pictures or making murals of the key episodes to be completed by mother and child, reading stories related to trip experiences, finding pictures in magazines of objects, people, etc, seen on the trip and adding them to a scrapbook, and carrying out activities unique to the trip destination (greenhouse-planting seeds; grocery story-preparing a simple lunch).

Lesson Plan

Activity: Picture cards

Learner outcome: To be able to put a series of three picture in proper sequence (reading readiness)

Conditions:

Learner characteristics: Small group of four 6 year old first level children (2 boys, 2 girls) with special needs in school readiness skills in general; very short attention spans.

Situational variables: Group at table or on floor in first grade room in language skill group; other groups working at various activities elsewhere in the room.

Teaching strategy: Developmental

1. Each child free to select stack of three picture cards, each stack secured with rubber band. All stacks in center of

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table or rug. Child free to look at his and other children's pictures.

2. Children asked "What do you think we can do with these cards?" or "What do you think we can show with them?"
3. Teacher may join in herself asking probing question - "I wonder which card shows what happened first in my story?"
4. Each child encouraged to do the same thing with his own cards and free to help a friend too.
5. "I wonder what my story tells about." Then - "Do you think anyone else might have a story about -----?"
6. It may not be necessary for the teacher to join in if a child in the group can begin sequencing his cards after questioning as in number 2 above.

Content: Eight to twelve packs of 3 sequence cards/stack; colored pictures cut from old reading series and mounted on colored cards or tagboard and laminated; rubber bands; later, series of 4 cards in story, etc.

Learner Outcome #3

1. To be able to retell a story in proper sequence.
2. Conditions:
   a. Learner characteristics: 4 year old Sheila
   b. Situational variables: same
   c. Instructional strategy: creative dramatics
   d. Content: Have children dramatize "The Three Bears" with Sheila as narrator. The children can use large paper bags to make body masks. They act out the story according to the narration. Before the dramatization, Sheila can tell the story to the learning facilitator for practise and assurance that she has the proper sequence.

Another instructional strategy can be used for this learner outcome:

   c. Instructional strategy: storytelling
   d. Content:Sheila can be asked to retell familiar story, e.g., "The Three Little Pigs", to the learning facilitator and to a group of children younger than she. The learning facilitator can guide through questions if she has trouble at any point.

   e. Additional resources: In creative dramatics and storytelling the following techniques can be helpful in planning:

      (1) Creative dramatics - Let's Act the Story
          (a) select a story that:
              1. is understandable for the age level of the group;
              2. contains characters with strong emotions with whom the child can identify;
              3. has an uncomplicated story line;
              4. has a strong dramatic conflict that requires action;
              5. presents opportunities for aesthetic and life values.
          (b) tell or read the story:
              1. positively - be sure you know it;
              2. enthusiastically;

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3. selecting word images that are understandable for the group;
4. interpreting the story with feeling.

(c) success in acting out the story depends upon the planning period, playing period and evaluation period.

(d) the planning period:
1. the plans for the period's playing are made by the group;
2. the plans must be clear and definitive;
3. the leader asks questions to guide the thinking;
4. the questions asked are based upon 7 steps:
(a) The main points in the story or part of the story that is to be played.
(b) The people in the story or part of the story that is to be played.
(c) The setting.
(d) How the story or part of the story starts and how it ends.
(e) The general ideas for dialogue.
(f) The necessary properties.
(g) The selection of parts.
5. the answers given by the children form the ideas for acting out the story;
6. the leader accepts, adapts and summarizes the ideas so that they are definite.

(e) playing period:
1. the playing begins when the ideas of the group are agreed upon;
2. creative freedom allows spontaneous thought, action and words;
3. the fun of self expression brings enjoyed group achievement.

(f) evaluation period:
1. this is the important period in the learning process for the child;
2. this period follows immediately after the playing period;
3. the leader asks questions that will guide the group to analyze with positive thinking:
(a) Why the playing was fun.
(b) Why the actions and words told the story well.
(c) How the playing can be improved.

Lesson Plams

Activity: Story: "When Joey Gets Up in the Morning"
Learner outcome: To develop the ability to put a story in sequence
To develop the concept of time

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Conditions:
Learner characteristics: 1-2 gr. and as a remediation measure for older children.

Situational variables: One child or a small group

Teaching strategy: Directive the first time

1. This may be set up as a learning center by using many many stories instead of just one.
2. Each sentence in the story should be printed on a strip of paper, mixed up and placed in an envelope. The child (or children) removes the strips and puts them in order.
3. If there are many stories the envelopes should be numbered to indicate graduated difficulty.
4. "When Joey gets up in the morning, he makes his own bed. He brushes his teeth and gets dressed. Then he goes downstairs for breakfast. He eats cereal and toast and eggs. When he is finished, he goes outside to play."
5. The instructor must check the order of the stories when the children have completed the task.

Content: The stories written on strips; envelopes.

Activity: Retelling familiar stories with flannel characters

Learner outcome: To be able to retell a story in proper sequence with the use of flannel characters

Conditions:
Learner characteristics: 5 to 6 year old children

Situational variables: Activity can be done with a small group or as an individual activity. Due to the free setting in my kindergarten classroom, other activities might be distracting to those participating.

Teaching strategy: Developmental
Read a story and then have the children or a child retell the story with the use of flannel characters.

Content: Commercially made flannel characters or those made by the teacher.

Activity: Reading story

Learner outcome: To be able to retell a story in proper sequence

Conditions:
Learner characteristics: A 3 1/2 year old boy from the University of Virginia's Child Development Center who has already developed a love for books, visits the library regularly and has excellent language facility as well.

Situational variables: A quiet room with a comfortable chair. Child and facilitator are alone in the room. They read the story sitting in the chair together, and act out in the space available in the room.

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Teaching strategy:

1. Facilitator reads "The Snowy Day" to child, talking with him about each incident and commenting on the illustrations.
2. Facilitator and child go through the book together a second time. This time, however, the child retells the story using the pictures as cues.
3. With book closed, facilitator asks child to recount the story. Together, they act out the most exciting incidents in the same sequence in which they occurred in the story.

Content: "The Snowy Day", by Ezra Jack Keats

Learner Outcome #4

1. To develop the concept that language has picture symbols.
2. Conditions:
   a. Learner characteristics: 4 year old Sheila
   b. Situational variables: same
   c. Instructional strategy: Language experience approach (LEA)
   d. Content: When using this approach initially, the facilitator may have to us a stimulus (either a picture, animal or object) to inspire a story from the child. The strategy can be carried out over a three day period.
      Day 1: The child dictates the story to the teacher. The teacher reads the story pointing to each word. The teacher and child read it together. The child draws a picture to illustrate the story. The teacher labels the picture.
      Day 2: Teacher rereads the chart and asks child to read with her. If the child can read the entire chart, the teacher has her point to words, "How many times does this word appear in the story?" Point to two words, "Which of these words appears at some other place in the chart?" The teacher writes the word on the board to see if the child still recognizes it. The child copies the story.
      Day 3: Teacher reads the story with the child, underlining each word the child can read. The teacher helps the child find story words in library books. Then the known words are put on small cards to be kept in the childs work bank.
      Day 4: Go on to a new story.
      This sequence can also be used with a group of children.

Another strategy can be used for this outcome:

   c. Instructional strategy: authoring individual books
   d. Content: Child picks a topic of interest to her, organizes her ideas into a sequence, dictates them to a teacher, illustrates them and helps to make them into a book. (A book can also be made of several stories dictated and illustrated by the child, such as her LEA stories).

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Lesson Plan

Activity: All about Airplanes

Learner outcome: The student will begin to develop the concept that language has picture symbols by dictating a language experience story about airplanes to the teacher.

Conditions:

Learner characteristics: The student is a 6 year 4 month first grade boy in a Distar classroom. His placement in Distar was more for the class size and structure than academic needs. He came to first grade knowing the names and sounds of his letters, and he possessed a limited sight vocabulary. Since his behavior has improved greatly, it is felt that he is ready for the increased language stimulation provided by this kind of approach.

Situational variables: This activity was conducted during a one hour remedial session in which this student was the sole participant.

Teaching strategy: Developmental

1. A plastic model airplane was given to the student as it was known that he liked airplanes. He was allowed to play with it freely for a few minutes.
2. It was suggested that the student tell the teacher about airplanes, and she would write down on paper what he said. After they were finished, he would be able to "read" to her what he had written.

Content: Plastic model of airplane, paper and pencil.

Learner Outcome #5

1. To develop a sight word vocabulary.
2. Conditions:
   a. Learner characteristics: 4 year old Sheila
   b. Situational variables: same
   c. Instructional strategy: matching game
   d. Content: Labels are placed on objects about the room and pointed out to the child occasionally. Pictures drawn by the children can have labels. After the child has time to become familiar with them, she is given flash cards with the various names on them to match to one of the labels in the room. She must say what the word is.

   Several other strategies can be used for this outcome:

   c. Instructional strategy: word lotto and word banks
   d. Content:
      (1) word lotto: Several children have lotto boards with pictures of objects with the word for each picture under the picture. The teacher (or the child who knows the words) holds up word to be matched to someone's card. Each child tries to fill his card. At first, the teacher says the word held up. Gradually, she stops saying the words and holds up the words only.

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(2) word bank: In this each child keeps the words he has learned from the LEA stories or other strategies. This should be reviewed at least once a week. The words can be put together in a card holder to make sentences.

Lesson Plan

Activity: Language experience story

Learner outcome: The learner will develop the concept that language has picture symbols and build sight word vocabulary.

Conditions:

Learner characteristics: Three four-year old black children, from lower SES, presently enrolled in a preschool; attention span of 5-8 minutes.

Situational variables: Small classroom, large sheet of heavy lined paper taped to the blackboard, students seated in chairs in a half circle facing the blackboard.

Teaching strategy: Developmental, employing encoding techniques to elicit, expand and elaborate the children's responses to a language experience activity.

This lesson has the dual purpose of stimulating verbalization and reinforcing the idea that reading is like talk written down. It is designed as a simple language-experience activity. By directing open ended attention seeking and hypothesizing questions and statements to the children as they examine the shell (concerning color, size, weight, smell, etc.), I hope to elicit some verbal responses which I will in turn reinforce and extend. During this discussion of the shell I will write down one description or word that each child said (the word of his/her choice) beside his printed name. After the discussion I will review what was said by reading these back to the children (which will reinforce the idea that language has picture symbols.

Content: One large and strikingly beautiful Conch shell and a red magic marker.

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Bookmaking -- These are activities which can complement outcomes #1, #4 and #5:

TYPE	COVER	BINDING	ELABORATIVE DEVICES
Staple Books classroom stories; group contributions; alphabet books; word fun poems simple sequence stories	Construction paper posterboard cardboard	Pages and cover are stapled together, then bound for added durability with mystik or masking tape.	use expressive printing paste cutouts and magazine pictures on pages
Ring Books group stories word fun poems collections of poems	Construction paper posterboard cardboard try burlap	Punch holes in pages and use notebook or shower curtain rings to bind together	type poems or stories cut out and paste in book illustrate with crayons, chalk and water, magic markers, poster paints, fingerpaints
Shape Books stories about animals, objects, machines, people etc. poems nursery rhymes innovations	Construction paper posterboard cardboard (cover is in shape of object, etc.)	Make pages in the shape of book -- long, tall like people, animals, etc. Bind with staples, masking tape, or try lacing with yarn.	crumple and paste colored tissue paper use string & yarn material, fabrics w/ various textures wallpaper cutouts
poems stories about different objects	construction paper posterboard cardboard (cover is in shape of object)	Make pages in the shape of book: tall, short, triangles, circles etc. Bind.	combine various art media on same page such as fingerpaint and construction paper, etc.

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TYPE	COVER	BINDING	ELABORATIVE DEVICES
Accordion Book poems patterns sequence stories	construction paper contact paper over cardboard posterboard	Pages folded accordion style. Stapled or glued to cover.	marbelizing art effect photographs shapes, triangles, squares, circles, etc. tie-dye paper
Plank Book poems patterns stories "How to" directions	thin plywood 3/16" wood sheets balsam woodburning sets	Drill hole in cover. Use key chain or notebook ring to bind.	newspaper cutouts ink sketches splattered paint broken crayon drawings corrugated cardboard pictures
Contact Books poems collections group stories individual stories	cardboard covered with contact paper	Staple pages together. Glue to cover.	type stories on pages type stories, cut out, paste on pages create art impressions with dropped candle wax and food coloring potato prints etchings art materials: straws, buttons, etc.
Bound Cloth Book poems collections of poems stories which have been edited and prepared for printing	cloth drymount cardboard need: iron scissors needle thread	Pages folded and sewn down center. Attached to cover with drymount.	photographs ink sketchings splattered paint

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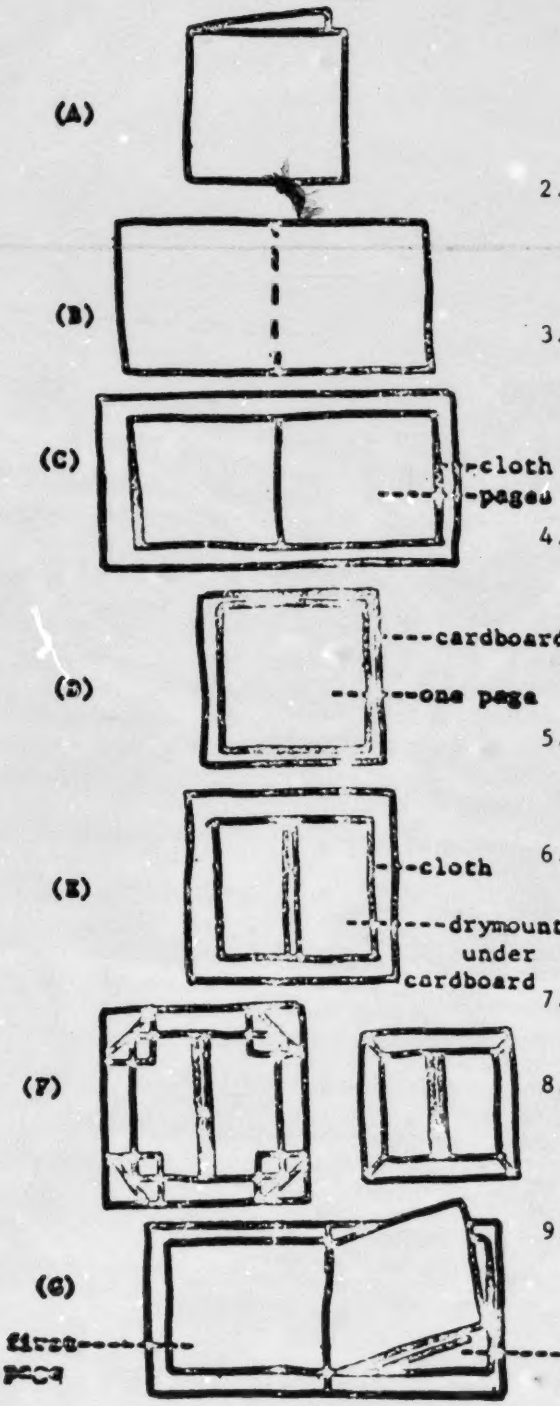
Making Booklets with Dry Mount



1. Fold paper in half for pages. Diagram A.

2. Sew along dotted lines with needle and thread (some teachers are mass-producing all sizes and shapes using their sewing machines to sew paper.) Diagram B.

3. Cut cloth or wallpaper one inch larger than book pages (lay open and flat to measure).

4. Cut two pieces of cardboard (shirt cardboard works well) a little larger than pages. Diagram D.

5. A piece of drymount is cut to fit between the cardboard and the cloth. Diagram E.

6. Lay cloth flat, place drymount on top, then cardboard pieces. Leave space between cardboard pieces to allow book to open and shut. Diagram E.

7. With iron, press a few places to hold cardboard in place.

8. Fold corners in; then fold top down and iron then fold bottom up and iron. Diagram F.

9. Cut second piece of drymount the same size as open pages. Lay drymount on open cover; lay open pages on drymount; press first page then last page to the cover. Diagram G.

CAUTION: NEVER PLACE IRON DIRECTLY ON DRYMOUNT OR IT WILL STICK TIGHT.

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Step III - Competencies Needed to Facilitate Development of Reading Readiness

Cognitive Competencies

These competencies will be acquired through knowledge of required readings and strategies given under Step III of the reading readiness module.

1. Give a definition of reading, describe the components of the reading process, and describe the abilities basic to it.
2. Identify and discuss the pros and cons of the following reading strategies and the proponents of each:
   a. language experience approach
   b. phonic
   c. linguistic
   d. basal
   e. individualized reading
3. Identify notable children's literature works and important authors for
   a. picture books and picture storybooks
   b. fairy tales and fantasy
   c. folk tales
   d. rhymes
   e. poetry

Skill Competencies

These competencies can be acquired through practical experience and familiarity with the strategies used to accomplish the outcomes under Step II. It is important to master the following.

1. Conduct a booktalk
2. Use storytelling, chants, rhymes, and fingerplays
3. Guide children in acting out story
4. Use booktalk form to relate storybooks to a concept and motivate children's interest in the books.
5. Evaluate children's books based upon criteria for theme, plot, style and characterization
6. Assess effects of stories read to children through reading aloud evaluation
7. Use questioning strategy to guide child in retelling or dramatizing a story in the proper sequence
8. Conduct the three day sequence for language experience stories
9. Set up a word bank for a child
10. Bind a hard back book.

Required Readings

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Henderson, E.H., Estes, T.H., & Stonecash, S. An exploratory study of word acquisition among first graders by midyear in a language experience approach. Journal of Reading Behavior, 1972, 4 (3), 21-30.

A Variety of Materials and Approaches for Teaching Reading

There is no one best method of teaching reading. Different methods and approaches are being used with different degrees of success with different children. Some, such as programmed reading, need special materials and special methods; others, such as i/t/a, need special materials but may be used with any method; still others constitute supplementary phonic programs.

A knowledge of a child's modality preference for learning to read (auditory, visual, or kinesthetic mode) may be the pathway to increasing the efficiency of teaching beginning reading. Matching of a child's preferred modality to the method of teaching reading might avoid the initial frustration many children fell in "learning to read". The current global approach to teaching reading does not reflect a child's predisposition to one or more sensory input channels. Rather, it treats all children as having the same requirements for reading. It is possible that differentiating instruction to accommodate an individual child's learning preference might increase the overall achievement of the whole group of readers (Smith & Ringler, 1971).

Basal Reader Approach

Many teachers use the preprimers, primers (hard covered), and first books of a reading series for initial instruction in reading. Many of the current reading series have content which is geared to the interests and experiences of urban children. The setting often reflects the crowded streets and multiple dwellings of the city; the experiences presented are familiar ones with swings, slides, trucks, bikes, riding on a crowded bus, playing in the street. The story characters belong to socially, culturally, and racially representative groups. In beginning readers the language and sentence structure represent the language used by children at that level of reading instruction.

Each series included a teacher's manual which presents an organized method of using these materials in the teaching of reading. The methodology suggested varies somewhat from series to series. Those which emphasize a phonetic or structural approach to reading instruction show considerable variation in method. In general, the reading activity using a reader follows a pattern similar to the following. Establishing background. The teacher stimulates interest by recalling

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a realted experience children have had. She shows a picture (many of the series include wall-sized pictures) or uses objects to provide background. She develops or clarifies concepts through discussion and relates the story and characters to the child's familiar world.
Insuring readiness. The teacher teaches words in context and in isolation. She puts unfamiliar words on the chalkboard or displays them on word cards. She calls attention to configuration features and helps children to use phonetic and structural analysis to unlock words.
Reading the story. The teacher's questions help children understand the purpose for reading the particular selection. After discussing the picture in a primer, the teacher asks, "What does Mother want Tom to do? Read the first two sentences silently to find the answer." The child may answer in his own words, "She wants him to feed the dog." The teacher asks him to read the sentence in the text that answers the question. The answer is given directly in the text. In the primer or first book of a reading series, however, the answer may have to be found in a text of several lines. Sometimes the answer is not directly stated but requires some interpretation.
Discussing the ideas read. Pupils are given an opportunity to think through what they have read and to react - to make comments, raise questions, express judgments about events or characters, or relate to their own experiences. The teacher, too, makes comments and asks questions that lead children to see relationships, draw inferences, and predict outcomes. Pupils find and read aloud sentences that answer the teacher's questions or that particularly appeal to them. They are helped to clarify and organize important ideas presented in the reading selection.

Linguistic Approach

Increased attention to the contribution of linguistics to reading requires an investigation into the basic principles underlying the linguistic approach. The linguist thinks of reading as a recognition of symbol-sound correspondence. Meaning is not found in the graphic form but in the speech which it represents. In the linguistic approach, beginning lessons are designed to teach the child symbol-sound correspondence. Instruction begins with relatively consistent relationships. Words are grouped according to spelling patterns. Word perception is triggered by the pattern and not by a single letter sound. For example, it is not the i in it, hit, or bit but the vowel-consonant pattern in it or the consonant-vowel-consonant pattern in hit or bit which leads the child to recognize the words.

Sentences are carefully structured and follow the subject-verb-complement pattern which is closely related to children's natural speech patterns. According to linguists, the six year old child has as much control over the language as adults. He understands the effect of intonation, pause, and stress on meaning. He is led by the teacher to understand that the printed page represents oral speech with all its inflections. The question "What have you there?" may be read:

What have you there?
What have you there?
What have you there?
What have you there?

The stress is supplied mentally by the reader.

Similarly, the child is helped to understand how word order, grammatical inflection, and functional words are signals or structural meaning. He is led to clarify automatic responses of which he is vaguely aware and relate them to the structure of the language as it is

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found in reading material.

Some linguistic readers contain no pictures. They force the child to use only the graphic form to reach the corresponding speech sound. These readers go from print to speech. Others readers use pictures first and then the printed form so that the child supplies the appropriate speech sound and then notes its written form. These readers go from speech to print. In both types of readers, exercises are provided to make the child overlearn the sound-symbol correspondence. The choice of the appropriate type of reader depends on the background of the student and his learning style which can be determined through observation and assessment.

i/t/a Approach - initial teaching alphabet

i/t/a is a beginning alphabet of 44 characters, 24 of which are exactly the same as those in our 26 character alphabet. The i/t/a alphabet is designed to provide a consistent relationship between sound and symbol. Each character has only one sound value, eliminating confusing caused by irregular spellings of the same sound. For example, the long $\bar{3}$ sound which traditionally may be spelled see, be, key, meat, piece is represented by the symbol $\underline{ee}$. Similarly, each long vowel has an $\bar{e}$ joined to it so that regardless of traditional spelling, each long vowel sound is represented by one symbol. The difference between capital and lower case letters is also eliminated because the capital is only a larger version of the smaller letter. This seems to make writing as well as reading easier for some children.

i/t/a is an initial teaching alphabet. It is a writing form, not a method of teaching reading. A reading series written in i/t/a, as well as supplementary trade books, has been published. When a child has learned to read, a transition is made to traditionally written material. Results are inconsistent about the difficulty that children experience in making this transition.

Programmed Reading Approach

Programmed reading is based upon principles derived from psychology. Subject matter to be programmed is broken into small learning units or steps. Each student must actively respond to each step of what is to be learned; each student must be informed with minimum delay whether each response is correct; each student proceeds at his own rate.

This material may be approached through machines or books. Correct responses are required for each step before proceeding to the next. Answers are provided to which the child refers immediately. If he is correct he proceeds to the next step. If he is incorrect, he performs the task necessary to correct his response.

Programmed reading materials have been prepared at many levels, Materials at the prereading level may initially require teacher direction and some oral or manual responses. With increased reading ability, the child becomes more proficient and proceeds to work independently and at his own speed.

Supplementary Phonic Materials

Phonic materials have been developed to serve as complete reading readiness programs or to supplement the material in basic readers. The programs are based on the sequential presentation of speech sounds according to the frequency with which they occur in primary grade speech and reading.

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Phonic materials stress the correspondence between sound and symbol and provide many exercises to develop auditory discrimination. Words are presented in related groups to provide a meaningful background. Some programs use a multisensory approach integrating listening, speaking, writing, and reading.

Most programs present highly structured lessons. One such program provides a lesson a day for 10 days on beginning sounds starting with the consonants s, b, c, t, etc. In addition, 10 lessons are to be taught on letter names. Another program begins with the teaching of the short sounds of 5 vowels and goes on to the 10 most frequently used consonants. Materials also include filmstrips, phonic games, phonograph records, and books of games.

Although supplementary phonic programs may carry no grade designation, it is generally recommended by the authors that they be introduced in the kindergarten or first grade. They may, however, be used at any grade level.

Language Experience Approach

Perhaps the most significant characteristic of the language experience approach to reading is that its basis is the child's own language. LEA starts with words which are meaningful to each individual child and builds from that foundation. Initially stories are dictated to the facilitator by a group of children, gradually the class moves to individual dictations which can capture the oral language background of each child. This approach seems to make reading a very personal experience for each child, one that can hold his interest.

Children go through the following thought process which is an intricate part of the LEA process:

What I can think about, I can talk about.
What I can say, I can write (or someone can write for me).
What I can write, I can read.
I can read what I can write and what other people can write for me to read.

This approach stresses the interrelationship of listening, speaking, reading, and writing in the language arts. The immediate recording of oral expression strengthens the relationship between the oral and printed word. The experience charts which result from these oral expressions are used as the core of the reading program for the entire class. Children make their own readers by dictating to the teacher or by doing their own writing. Some of these books may consist of drawings or paintings with simple sentences under them. Activities on various reading skills can be worked in with the LEA process.

Since this is a highly individualized approach, children select their own reading material for pleasure and for enrichment. In many cases, this naturally leads to an individualized reading program. Several LEA activities are described in Step II.

Individualized Reading Approach

Some experienced teachers prefer a more, individualized approach to reading instruction. They use trade books, charts, and individual dictation rather than a reading series as the instructional material. In this approach the individual child selects (with whatever teacher guidance is necessary) the book he wishes to read and reads it at his own rate and for his own reasons - he likes the pictures, is interested in the subject, has been referred to the book by a classmate, has been read the book by the teacher. Because individualized reading provides the child with the kind of reading experiences that he especially

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needs, the child is encouraged at all times to help himself and to talk over with the teacher his strengths, weaknesses, likes, and dislikes. These activities are usually referred to as self-selection, self-pacing, self-evaluation.

Many books, three or more per pupil, are needed for this approach. The range of books includes those of interest to children at the picture reading stage as well as to those children able to read several lines of text per page.

The teacher works with children individually, in groups, and in whole class activities. The number of children involved in an activity, the length of time any one activity is carried on, and the combination of activities appropriate in a reading period are determined by the teacher. In a reading period, children may engage in choosing a book, reading the book selected, or having a short conference with the teacher.

The teacher determines the nature of the conference. The child may tell the teacher about the story, share his reactions, point out illustrations, or read a few lines to her. The teacher asks the child to read the title, a caption, a line or two; asks for his reactions to the story or some incident in it; asks questions to test word recognition and story comprehension; or teaches a word recognition skill.

Each child shares with the class their enjoyment of a book by telling the main idea of a story of an incident from it, pantomiming or dramatizing an incident, making clay figures, or drawing or painting pictures. Children may choose their own means of sharing.

A record is kept of books read. The teacher prints book titles and author's names on cards or strips which the child slips into a pocket under his name.

In a group or class session the teacher teaches a reading skill which the individual conferences have shown to be needed by a number of children. In one first grade, the teacher had children dictate book reviews of three or four sentences. She recorded them with a primer typewriter, duplicated copies, and used these copies for instruction in word attack and comprehension skills. A reading skills chart, filmstrips for word attack instruction, workbooks, and teacher developed materials can be used for skill instruction.

Oral Reading

Children are eager to read aloud in a genuine audience situation. The teacher capitalizes on this inherent interest and uses it to raise children's oral reading skill to higher levels. Silent reading precedes oral reading. This gives children time to identify words and group them into meaningful phrases that aid the listener's comprehension. Teacher and children read aloud, demonstrating how phrasing, stress, pauses, and intonation affect meaning. Children can read orally during reading periods and at other times during the day. Thrcugh oral reading the teacher encourages children to share incidents, characters, or words from a favorite story or poem. Children respond to a question or support an opinion by reading a sentence or two from the related text.

Oral reading helps to establish in the child's mind the relationship between speech and reading. For example, the teacher reads the following sentences aloud, showing how the meaning changes when the stress changes:

The dog ran away-the emphasis is on who or what ran away in contrast to The dog ran away-the emphasis is on what the dog did.

She demonstrates the effect, in this case humorous, of grouping words

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for oral reading by reading the following:

I ate my sister's (pause) cake. In contrast to

I ate my sister's cake.

She helps children to recognize that words in isolation are pronounced differently from words in context e.g., to and too in isolation sound alike. However, in reading "I am going to the store", the "to" gets a weak stress in contrast to the emphasis given "too" in reading, "I am going, too".

She frequently points up the relationship between the pauses of speech and the stop-go signs (periods, commas) of written expression. When children are helped to see these relationships, both their reading and writing are likely to improve.

Oral reading is also used to check the child's comprehension. For some children the effort to use school (standard) pronunciation and intonation may interfere with their ability to comprehend what they are reading orally. This is ture even when concepts, experiences, and vocabulary are familiar.

Reading to the teacher alone for diagnostic purposes is used in all approaches to reading instruction. It is also a good technique with shy children or those children reluctant to read to their classmates.

Skill in oral reading develops with practice and evaluation. It requires that the reader's eye can be comfortably ahead of his speech and that the material be within the comprehension and free reading level of the child. Good posture, pleasing voice, suitable volume, clear and correct articulation and pronunciation, appropriate streses, and meaningful phrasing contribute to effective oral reading.

Words in Color

According to Caleb Gattegno, founder of this approach to reading, the 26 character alphabet "lies" to children, because English actually has 51 sounds made up of more than 300 letter combinations. Therefore, Dr. Gattegno based this approach to reading on color coding the sounds of the language. He maintains that most children can master all these combinations and be reading thousands of words (fifth or sixth grade level) in 20 hours in contrast to 250 words usually acquired by the end of first grade.

If a child can crack the spoken code, he should be able to crack the written one as well, says Gattegno. A color or sometimes dots and stripes are assigned to each letter combination that produces a given sound. This color coding helps with deciphering and students supposedly start to associate the look of the letter with its sound. The letters of the alphabet, obviously, are not taught.

Gattegno thinks that television is a better teacher then the classroom situation. It takes advantage of the attention the child is willing to give and reaches the child at the best age for learning - about three years. Of course, this approach presupposes a readily assessible color television. Words in color has not gained much support, most likely because of the subtle differences in shades of colors that children must learn to discriminate.

Rebus

The term "rebus" is derived from a Latin word which means "thing". In a linguistic sense, rebuses are symbols which represent words or parts of words as letters represent sounds. A rebus may be pictorial, geometric, or completely abstract.

Rebuses are often used in puzzles as in the television program

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"Concentration". They are used as internation symbols on labels and on road signs to facilitate communication. Some children's books and preprimers have used rebuses to make the text more readable for children who have a limited reading vocabulary.

Now some researchers are suggesting that rebuses could perhaps be used instead of traditional orthography with children who have problems with beginning from the abstract nature of traditional orthography, rather than from the nature of the reading process itself. Because children seem to learn rebus symbols rapidly, it is suggested that they can immediately attend to the meaning of a passage, or to other aspects of the reading process, rather than to decoding a difficult system of symbols. More studies are necessary before these hypotheses can be proved valid.

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